

Pearson-set Theme and Topic Release

1st September 2022 to 31st August 2023

For use with the following units/qualifications:

Unit 1: Individual Project

Pearson BTEC Level 4 Higher National Certificate in Creative Media
Production

Edexcel, BTEC and LCCI qualifications

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1 Introduction to theme

The Pearson-set theme for use with Unit 1: Individual Project (in HN Creative Media Production) is:

Creative Media & Wellbeing

As Creative Media practitioners, we know that the process of creating can give us great pleasure and a sense of achievement. However, this may also play a role in promoting wellbeing in others. Considerable research has shown that creative practice has a beneficial effect on both physical and mental health. While more research is ongoing, there appears to be clear and tangible benefits. However, it is not only for the individual that creativity has benefits to our wellbeing. The creative industries are one of the most valuable sectors of the economy, pointing to the economic wellbeing of art, design and media and are a testament to the fact that we recognise social value in creative works.

This unit encourages students to explore the concept and practicalities of creative media in relation to wellbeing. Whether through the production of their own creative work or research into the work of others, students will develop key knowledge and skill about the way that creative media may contribute to the wellbeing of individuals and society in different contexts.

2 Topic Selection

Tutors must choose one topic from the list provided below and decide which type of project is most suitable for their assignment. All students must complete the same topic and project chosen by the tutor. However, if delivering to different cohorts of students then tutors may select a different topic and design a different assignment for each cohort.

The Pearson-set Assignment Guidance document for Unit 1: Individual Project or Unit 3: Individual Project, provides additional support and guidance for both tutors and students

Theme: Creative Media and Wellbeing

Topics:

1. Creative Media in **social** wellbeing
2. **Individual** wellbeing through art, design and media
3. The role of creative media in **economic** wellbeing.
4. Art, Design and Media as a **therapeutic** approach to wellbeing.

3 Choosing a project type

You will need to devise a brief for the student to follow in completion of the assignment for this unit.

The type of project chosen for the selected topic should allow for a sufficient degree of engagement with the different aspects of a project, ranging from research, analysis, production and communication. It is important to ensure that the assignment is based on the availability of sufficient background material and allows for the depth and breadth of study suitable for a level 4 qualification.

Guidance for tutors is available in the Pearson-set Assignment Guidance for Unit 1: Individual Project or the Pearson-set Assignment Guidance for Unit 3: Individual Project. These provide a range of assignment types and examples that could be used in the unit. The assignment types provided are not exhaustive or mandatory and we encourage tutors to be innovative with their ideas.

Please note that if reasonable adjustments are necessary to meet an individual students' needs you are able to adjust internal assessment to take this into account. Any adjustments must be considered with regard to the centre's policies on equality & diversity and student support.

4 Evidence / Outcomes

It is important to recognise that project work is reliant on gathering information/data that can be analysed, used in the production of work and underpin the method of communication that the student will use to present their work. The assignment brief must allow time for suitable research (primary and/or secondary), development and communication. Where the project may lead to design propositions or forms of graphical evidence (e.g., models, prototypes, technical drawings, films, photographs, etc.), the students' graphical evidence should be clearly based on the outcomes of their research.

In assessing the project, the assessor should be able to see:

- how project objectives and learning outcomes have been met.
- how the student has explored the research material relevant to the project.
- how the student has developed and formulated their outcomes.
- how project outcomes provide evidence of achieving the learning outcomes.
- how the student has managed and documented their process.
- what the student has learned in undertaking the project.

An important part of the unit is for students to develop an awareness of the process and management of a project. A project report may be a key document that the student can produce, documenting their process and management approach. Well edited, focused writing and presentation; where the key decisions, developments, lines of argument and salient research are explained succinctly, is preferable to unstructured writing or presentation; where little attempt to select or edit material has been made.

It is important to recognise that there are many different presentation formats, and it is necessary for students think carefully about the suitability of their presentation approach for their target audience. Presentations should be appropriate to the audience, both in terms of the nature and level of material they use and in terms of length. Students should be guided to produce presentations that give a succinct account of the main arguments or development of their project. The question-and-answer session, that may follow a presentation, should address issues raised by the presentation, but also give students an opportunity to review their work.

While Pearson encourages centres to devise an assignment that is specifically related to the subject of the qualification; being as creative as possible with the forms of evidence that students may produce, there is also a need to ensure that students are planning and monitoring their own progress. To facilitate this, Pearson encourages centres to consider the following, as part of the assignment:

- A **Project Plan**, undertaken at the start of the assignment, provides a format for students to record their aims and goals for the assignment. Tutors may use the Project Plan as a means of supporting the student to identify the specific resources, timelines, and stages required for the project.
- A **Log Book** offers a means to evidence the project development process and ongoing reflection. It should provide evidence that the student has thought about the direction of their project, what challenges they may have encountered, and steps taken to address them.
- A **Performance Review**, completed at the end of the project, allows students to record the reflection and evaluation of their own learning through the project and to consider their individual performance.

Depending on the qualification, some of the above may be required within the assessment criteria for the unit. Centres must ensure that their assignment brief for the Pearson-set unit makes clear whether any of the above are required forms of assessment evidence. However, centres may use their discretion to define the specific format in whatever way they deem appropriate.

Within the Pearson-set Guidance for Unit 1/ Pearson-set Guidance for Unit 3, there are example templates for the above. However, centres are encouraged to consider other approaches to the evidence that may be utilised for the project. For example,

rather than produce written reports for the above, a centre may seek to integrate the bodies of evidence (suggested above) within presentations, videos, blogs or other forms of communication.

5 Employer engagement

It is advisable that centres look at the Pearson-set Assignment as an opportunity to embed employer engagement, although this is not a mandatory requirement. Developing and establishing links with employers enhances the teaching and learning experience and improves students' employability. Where possible, identifying links with employers as part of the delivery of the Pearson-set Assignment could lead to enhancing and supporting student learning. Real-life projects provide students with the opportunity to develop and acquire appropriate skills, knowledge and expertise required by employers.

6 Sharing of good practice

An appointed External Examiner (EE) for the centre will ask to sample the Pearson-set assignment briefs for review as part of the remote sampling request. Although this is not a mandatory requirement for centres we strongly advise that centres seek guidance and support from their EE on the Pearson-set assignment. The EE may also include the Pearson-set units in the centre visit sample of student work.

The EE will review and identify exemplars in all aspects of good practice. Good practice will focus on current themes that align to QAA Higher Education Reviews:

- Innovation
- Digital literacy
- Student employability and entrepreneurial skills
- Employer engagement
- Quality of assessment feedback.

7 Resources and useful links

Suggested resources and links that centres may find useful are shown below. Centres should choose those resources that are relevant for localised use and complement those with additional resources to support independent research in the chosen topic and project type.

Type of Resource	Resource Titles	Links
Article	How can art and creativity improve your health and wellbeing?	https://www.arts.ac.uk/study-at-ual/short-courses/stories/how-can-art-and-creativity-improve-your-health-and-wellbeing
Report	The third study into the mental health of the creative, media and marketing industry	https://www.nevernotcreative.org/mentally-healthy-2022-results
Article	'First major study into mental health and wellbeing in the media, marketing and creative industries'	https://everymind.org.au/research/mental-health-and-wellbeing-in-the-media-marketing-and-creative-industries
Article	Mental Wellbeing and Film	https://www.intofilm.org/theme/7
Website	The Home of Mentally Healthy Productions	https://6ftfrom.org/
Article	'A Film About Wellbeing Economies'	https://wellbeingeconomies.film/
Report	The Impact of Arts & Culture on the wider Creative Economy	https://www.artscouncil.org.uk/media/19371/download?attachment

Report	Art and Wellbeing	https://www.researchgate.net/publication/320854934_Art_and_Well-Being
Report	Changing Lives. Changing Communities	http://bit.ly/2XZ23aP
Article	Wellbeing on Set	https://filmtvcharity.org.uk/your-support/mental-wellbeing/resources/wellbeing-on-set/
Report	Social Impacts and Benefits of Arts and Culture: A Literature Review	http://bit.ly/2T8WAum
Article	New Research Shows How Arts and Culture Improve Health, Safety and Well-being	http://bit.ly/2Ta4js0
Report	The Value of Arts and Culture to People and Society	http://bit.ly/2T7kTZH
Article	Looking at the Social and Emotional Benefits of the Arts	http://bit.ly/2TciEo8
Report	Cultural and creative spillovers in Europe	http://bit.ly/2XY3sys
Article	How can art and creativity improve your health and wellbeing?	https://www.arts.ac.uk/study-at-ual/short-courses/stories/how-can-art-and-creativity-improve-your-health-and-wellbeing
Report		https://www.artscouncil.org.uk/media/19371/download?attachment

	The Impact of Arts & Culture on the wider Creative Economy	
Report	Art and Wellbeing	https://www.researchgate.net/publication/320854934_Art_and_Well-Being
Report	Changing Lives. Changing Communities	http://bit.ly/2XZ23aP
Book	Art as Therapy	

Additional materials

Training Video for the RQF BTEC Higher Nationals Pearson-set Assignments:
https://youtu.be/FkQi_l78_tw

The Pearson-set Assignment Guidance for Unit 1: Individual Project or Pearson-set Assignment Guidance for Unit 3: Individual Project should be read in conjunction with the theme and topic release. These provide advice and guidance for both tutors and students.

For any further additional support or queries regarding this document, please email btecdelivery@pearson.com.

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